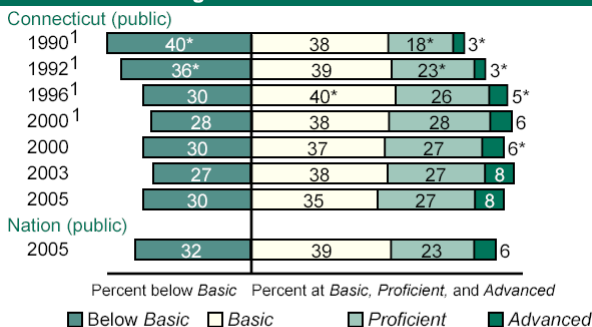


The National Assessment of Educational Progress (NAEP) assesses mathematics in five content areas: number properties and operations; measurement; geometry; data analysis and probability; and algebra. The NAEP mathematics scale ranges from 0 to 500.

### Overall Mathematics Results for Connecticut

- In 2005, the average scale score for eighth-grade students in Connecticut was 281. This was not significantly different from<sup>1</sup> their average score in 2003 (284), and was higher than their average score in 1990 (270).
- Connecticut's average score (281) in 2005 was higher than that of the Nation's public schools (278).
- Of the 52 states and other jurisdictions<sup>2</sup> that participated in the 2005 eighth-grade assessment, students' average scale scores in Connecticut were higher than those in 18 jurisdictions, not significantly different from those in 25 jurisdictions, and lower than those in 8 jurisdictions.
- The percentage of students in Connecticut who performed at or above the NAEP *Proficient* level was 35 percent in 2005. This percentage was not significantly different from that in 2003 (35 percent), and was greater than that in 1990 (22 percent).
- The percentage of students in Connecticut who performed at or above the NAEP *Basic* level was 70 percent in 2005. This percentage was not significantly different from that in 2003 (73 percent), and was greater than that in 1990 (60 percent).

### Student Percentage at NAEP Achievement Levels



<sup>1</sup> Accommodations were not permitted for this assessment.

NOTE: The NAEP mathematics achievement levels correspond to the following scale points: Below Basic, 261 or lower; Basic, 262–298; Proficient, 299–332; Advanced, 333 or above.

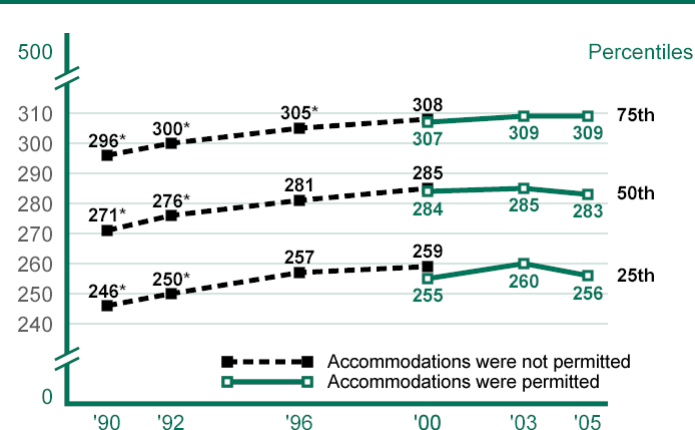
### Performance of NAEP Reporting Groups in Connecticut

Reporting groups	Percent of students	Average score	Percent below Basic	Percent of students at or above Basic		Percent Advanced
Male	50	281	31	69	35	8
Female	50	281	30	70	34	8
White	66	293	17	83	46	11
Black	15	249	63	37	6	1
Hispanic	14	254	59	41	10	1
Asian/Pacific Islander	4	292	22	78	46	13
American Indian/Alaska Native	#	‡	‡	‡	‡	‡
Eligible for free/reduced-price school lunch	29	255	57	43	10	1
Not eligible for free/reduced-price school lunch	71	292	19	81	44	11

### Average Score Gaps Between Selected Groups

- In 2005, male students in Connecticut had an average score that was not found to be significantly different from that of female students. In 1990, there was no significant difference between the average score of male and female students.
- In 2005, Black students had an average score that was lower than that of White students by 44 points. In 1990, the average score for Black students was lower than that of White students by 37 points.
- In 2005, Hispanic students had an average score that was lower than that of White students by 39 points. In 1990, the average score for Hispanic students was lower than that of White students by 42 points.
- In 2005, students who were eligible for free/reduced-price school lunch, an indicator of poverty, had an average score that was lower than that of students who were not eligible for free/reduced-price school lunch by 37 points. In 1996, the average score for students who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 33 points.
- In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 53 points. In 1990, the score gap between students at the 75th percentile and students at the 25th percentile was 50 points.

### Mathematics Scale Scores at Selected Percentiles



Scores at selected percentiles on the NAEP mathematics scale indicate how well students at lower, middle, and higher levels of the distribution performed.

# The estimate rounds to zero.

‡ Reporting standards not met.

\* Significantly different from 2005.

↑ Significantly higher than 2003. ↓ Significantly lower than 2003.

<sup>1</sup> Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates across years for students with disabilities (3% nationally in 2005) and English language learners (1% nationally in 2005) in the NAEP samples. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

<sup>2</sup> "Other Jurisdictions" refers to the District of Columbia and the Department of Defense Education Activity schools.

NOTE: Detail may not sum to totals because of rounding and because the "Information not available" category for free/reduced-price lunch and the "Unclassified" category for race/ethnicity are not displayed. Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1990–2005 Mathematics Assessments.